

SOCIAL MEDIA MISUSE IN THE UNITED STATES ARMY

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fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE
General Studies

by

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

SOCIAL MEDIA MISUSE IN THE UNITED STATES ARMY, Major Melinda A Wallace, 88 pages.

The United States Army needs to bring social media misuse awareness to every professional leader in the Army. Within the past year, the Army began taking steps to bring awareness to this topic but it is going to take a change in leadership in order for this to occur. Army leaders need to ensure competent, ethical subordinate leaders are aware of Soldiers social media usage, and how misuse can affect the unit's culture and climate. Soldiers are now using social media to harass fellow Soldiers with derogatory comments and pictures that could result in a lack of bonding and trust throughout the unit. Social media harassment is no different than harassing an individual in person; it has the same effects so why does it not have the same repercussions? How can the Army hold Soldiers and Leaders accountable for this type of harassment? How can the Army educate its Soldiers and Leaders of the harmful results of sexual harassment through social media? This thesis will research how the Army will contend with this new dynamic of harassment and it will begin with the professional leaders in our formations.

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ACRONYMS

| | |
|-------|---|
| ADRP | Army Doctrine Reference Publication |
| FM | Field Manual |
| NCO | Non-Commissioned Officer |
| QMP | Qualitative Management Program |
| SHARP | Sexual Harassment/Assault Response Prevention |
| SNS | Social Networking Sites |
| U.S. | United States |

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CHAPTER 1

INTRODUCTION

In 1948, the Army allowed women to join the services on an equal basis with men. In 1980, West Point fully integrated females; “The first women of West Point.” Just over four years ago, congress repealed the Don’t Ask, Don’t Tell policy allowing gays and lesbians to take their place openly in the military.¹ In August of 2015, the first females graduated from Ranger School and the combat arms have begun accepting females to join their ranks. Over the past sixty-seven years, the Army’s procedures and policies for successful gender integration grew and evolved. While the Army has made significant strides in gender integration, many issues, to include harassment, evolved with this integration. One of the hallmarks of a profession is its continued efforts to improve as an organization. Sexual harassment through social media is another issue that should be integrated into the training and education of the Sexual Harassment-Assault Prevention program for improvement of Army professionals. In addition, it is imperative to update Army doctrine so it reflects this new issue in a useful way for its leaders. Professional development through the education of Soldiers and leaders throughout the U.S. Army is critical to eliminating sexual harassment through social media.

So what is sexual harassment? The U.S. Army Sexual Harassment-Assault Response Prevention (SHARP) program defines sexual harassment as a form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and

¹ Lieutenant General Robert L. Caslen, Colonel, Cindy R Jebb, and Lieutenant Colonel Daniel Gade, “Getting to the Left of Sharp: Lessons Learned from West Point’s Efforts to Combat Sexual Harassment and Assault” (Monograph, Strategic Studies Institute, U.S. Army War College, Carlisle, PA, January 2015).

other verbal or physical conduct of a sexual nature between the same or opposite genders. This research will evaluate possible methods for Army leaders to contend with sexual harassment from Soldiers through social media avenues.

Primary Research Question

How can the U.S. Army currently reduce the instances of Soldiers conducting sexual harassment activities that are in direct conflict with the Army's Sexual Harassment -Assault Response and Prevention program?

Secondary Research Questions

1. How can the U.S. Army educate Soldiers and Leaders in identifying and stopping sexual harassment through social media websites?
2. Alternatively, how can the U.S. Army establish accountability for Soldiers who are currently conducting sexual harassment through social media websites?
3. How can we use Social Media to anonymously report sexual harassment in the U.S. Army?

Assumptions

The following assumptions are believed to remain true and are relevant to this research. First, the Army is a reflection of society so there will be sexual harassment in the Army just as it will always be present in society. The Army is constantly receiving new Soldier recruits as well as new Officers, which results in the constant need for education and training on sexual harassment. Second, although the Army has defined sexual harassment, everyone has different perceptions, opinions, and feelings of the

definition of sexual harassment. Simply stated, sexual harassment is how an individual has perceived a gesture or act or made them feel.

The differences of perception can be demonstrated by an example; if an individual of the opposite sex makes a positive comment on how someone looks at work. Yet the individual perceives this comment as harassment about the way they look. The Army must ensure trust throughout the unit for Soldiers to be comfortable in speaking up if they found something offensive without fear of repercussions. Third, sexual harassment through social media is a new phenomenon for the Army and it will increase as more Soldiers in the millennial generation communicate through social media as well as use numerous applications linked with social media websites. However, social media itself is not new to the Army. Fourth, the majority of Soldiers and leaders in the Army are not currently educated in recognizing and understanding the repercussions of sexual harassment through social media within their units and the military as a whole. Finally, the U.S. Army can continue to maintain the trust and competence of the American population if the Army establishes new policies now specifically addressing sexual harassment through social media.

Limitations

The first, and most significant limitation of this study, is the amount of research and data analysis available regarding sexual harassment through social media websites. While social media and sexual harassment are both not new concepts, identifying the two together in order to research, and eventually educate or find liable for punishment is a new concept. There are cases of harassment, and cyberbullying through social media websites but few are documented and even less have led to sexual harassment cases, but

they do exist. When comparing military sexual harassment cases to civilian company cases the civilian cases are finding it challenging to navigate through the legal applications as well due to privacy and freedom of speech laws. In the few documented cases of social media harassment, the police found it difficult to understand the concept of how the harassment is occurring as well as linking it to a specific individual.

The second limitation is the current policies and regulations of the U.S. Army SHARP and Judge Advocate General that do not address sexual harassment through social media websites. Major General Camille M Nichols, the Director of the Department of Defense Sexual Assault Prevention and Response Office, stated in March of 2016 that there is an updated Article 92 currently waiting to be approved and signed by the Secretary of Defense to address this issue. In the future if time permitted, I would recommend review of the new Article 92 and how it will affect the Army's policies and regulations specifically addressing sexual harassment through social media. Although the Army can try to justify a legal case against an individual of sexual harassment through not adhering to the Army values or *The Army Profession*, Army Doctrine Reference Publication (ADRP) 1 and *Army Leadership*, ADRP 6-22 it is difficult to prove.

The third and final limitation is the time constraint for the completion of this thesis, which is within ten months. If time permitted, further research could be completed through the SHARP facility located at Fort Leavenworth, Kansas. Data could be compared from last and the current year for statistics of sexual harassment through social media. This research could not find any instances of legal repercussions for Soldiers within the U.S. Army conducting online sexual harassment. With more time, this research

could have included any current or future social media sexual harassment cases within the U.S. Army that were not found during the limited period of ten months.

Scope and Delimitations

The scope of this study assesses the U.S. Army SHARP program and does not include other military services. A significant delimitation to the focus of this study is the application of sexual harassment specifically online not sexual assault. While research has shown in some civilian cases that sexual harassment online can lead to sexual assault, and sexual assault is an important topic to research and discuss in the U.S. Army, this research will only focus on sexual harassment online. Lastly, due to time constraints this research led to a significant amount of male to female journalist online harassment with no female to male harassment. There could be numerous cases of male journalist online harassment but due to time constraints of this research, it will only focus on female cases.

Significance of Study

Individually, sexual harassment and social media are not new to the U.S. Army, yet together it makes for a new challenge. Sexual harassment continues to rise in the Army; there were 895 complaints in Fiscal Year 14, a nearly 50 percent increase from Fiscal Year 13 of 598. Social media is simply a new avenue for individuals to be sexually harassed. There will be individuals that perceive they were sexually harassed through social media even though they might not have been. Then there are the individuals who are fully aware of their intentions of sexually harassing through social media. There are also individuals who simply need to be educated as to what sexual harassment through social media looks like and how it affects the U.S. Army military values, trust, and

confidence in the eyes of the people of America. In ADRP 1, chapter 3, Trust-The Bedrock of Our Profession, General Martin E. Dempsey, the 18th Chairman of the Joint Chiefs of Staff stated, “Trust stands out as the defining element that enabled the military to overcome adversity. He goes on to explain, that external trust is the bond with which the Army connects with those they serve, the leaders in government and the American people. It must be continually earned.” If the Army does not find a way to ensure its Soldiers and leaders are competent ethically and trustworthy in the view of the American people, the Army will lose their support and trust.

The Millennials are the Soldiers born in 1982² making up the majority of today’s U.S. Army military members. These Millennials have many digital gadgets, like to multitask, and expect to control what, when and how they learn.³ They are mostly or usually online and connected to the internet.⁴ Social networking tools are increasingly important in the lives of Millennials. Powerful networking websites like Facebook and free video conferencing tools like Skype make it easy for them to make new friends and keep in touch with them around the world and around the clock. Army leaders should consider how to best leverage these social networks while minimizing their negative

² Donald E. Heller and Madeline B. d’Ambrosio, *Generational Shockwaves and the Implications for Higher Education* (Northampton, MA: Edward Elgar Publishing, 2008), 14.

³ Scott Carlson, “The Next Generation Goes to College,” *The Chronicle of Higher Education*, October 7, 2005, accessed February 6, 2016, <http://chronicle.com/weekly/v52/i07/07a03401.htm>.

⁴ American Press Institute, “Digital Lives of Millennials,” Last modified March 16, 2015, accessed October 25, 2015, <http://www.americanpressinstitute.org/publications/reports/survey-research/digital-lives-of-millennials>.

effects on the Army culture.⁵ Army leaders placing education about sexual harassment through social media as well as making the SHARP program their highest of priorities as a leader will assist leaders in achieving positive cultural affects and diminish online sexual harassment.

Summary

This research will help identify how the U.S. Army can understand, connect, and guide today's Soldiers and leaders through the constant changes in social media and its use of sexual harassment against Soldiers, Officers, Non-Commissioned Officers (NCOs), and Civilians. Promoting professionalism, competency, the Army values, and Ethics as well as education among the different generations will assist the U.S. Army in decreasing sexual harassment through social media. Soldiers and leaders must also understand the punitive actions that could result from not upholding the Army values and ethics resulting from online sexual harassment.

⁵ Heller and d'Ambrosio, 14.

CHAPTER 2

LITERATURE REVIEW

Introduction

The internet has continued to grow from its inception, and currently the Pew Internet and American Life Project estimates that 74 percent of the adult population uses the internet as of January 2014.⁶ The internet has become an essential part of both an individual's personal and professional life. The ways in which people use the internet continues to expand. People use the internet for various activities, including sending and receiving e-mail, buying products, looking for jobs, or keeping in touch with friends and family through update services like Twitter or social networking sites (SNS) like Facebook.⁷

The literature identified recurring instances of both female and male journalists receiving online harassment but the amount of recurring threat seemed to be more towards female journalists. Literature also highlighted numerous celebrity cases of online harassment as well as one highly publicized military case of online harassment. Lastly, the literature showed that children are not immune to this problem. With so many cases of online harassment occurring over gender, age, and cultural domains, how can the Army contend with such behavior that is adamantly against multiple Army ethics, values, and beliefs? The following literature review discusses how the problem and solution

⁶ Pew Research Center, "Social Networking Fact Sheet," December 27, 2013, accessed November 15, 2015, <http://www.pewinternet.org/fact-sheets/social-networking-fact-sheet/>.

⁷ Ibid.

belongs in the U.S. Army's education and training of not leaders but also subordinates, peers and superiors of Army Leadership qualities and Professional attributes.

Understanding Social Networks

Social networking sites such as Facebook, Twitter, Instagram, Pinterest, and LinkedIn are virtual communities where people share information about themselves with others, including photos. These sites give the individual a false sense of trust in some and a sense of non-reality in others. The individuals who have a false sense of trust believe that whatever information they post online will not be used to harm them because they feel everyone is trustworthy or their friend. The individuals who feel these SNS are not real feel that no one will believe what they are posting if it is derogatory or that they did not even mean the derogatory comments, they were just joking because they did not say it to the individual's face. The data that follows provides specific percentages and numbers to show how fast these virtual communities are spreading along with the increasing numbers of sexual harassment cases from these communities.

Social Networking by the Numbers

As of September 2014: 71 percent of online adults use Facebook, 23 percent of online adults use Twitter, 26 percent use Instagram, 28 percent use Pinterest, 28percent use LinkedIn.⁸ Facebook dominates the SNS space in this survey: 92 percent of SNS users are on Facebook; 29 percent use MySpace, 18 percent-used LinkedIn and 13 percent use Twitter. There is considerable variance in the way people use various social networking sites: 52 percent of Facebook users and 33 percent of Twitter users engage

⁸ Ibid.

with the platform daily. On Facebook on an average day: 15 percent of Facebook users update their own status; 22 percent comment on another's post or status; 20 percent comment on another user's photos; 26 percent "Like" another user's content; 10 percent send another user a private message.⁹

Social networking usage has increased from 9 percent in February 2005 to 49 percent in August 2006 among young adult internet users ages 18 to 29.¹⁰ The number of those using SNS has nearly doubled since 2008 and the population of SNS users has gotten older. The likeliest users are adults ages 18 to 49 with about 75 percent of this group using social networking sites.¹¹ In this Pew Internet sample, 79 percent of American adults said they used the internet and nearly half of adults (47 percent), or 59 percent of internet users, say they use at least one of SNS. This is close to double the 26 percent of adults (34 percent of internet users) who used a SNS in 2008. Among other things, this means the average age of adult-SNS users has shifted from 33 in 2008 to 38 in 2010.

Social Networking and the Generational Gap

Over half of all adult SNS users are now over the age of 35 with 56 percent of SNS users now being female. This leads to the Millennial Soldiers misunderstanding harassment through social media and it involves the young leaders in the Army as well. Technology and social media are not going to slow down, if anything it will get easier to

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

connect to the internet on multiple platforms anywhere in the world. Unless the Army starts to educate through leader development about upholding the Army values and ethics against sexual harassment we can assume that SNS user's average age will continue to rise, as each generation gets older.

With the continued growth of Internet usage, there is also the potential for the growth of advanced methods for harassment such as through communication and electronic technologies like cell phones and text messaging which are other variations that allow one to contact and perhaps harass someone else easily. Harassment through social networking is a new crime and therefore the research is not complete but is constantly growing. Since this is a new problem, within the past five years, how can the U.S. Army currently reduce the instances of the social media Soldiers conducting covert sexual harassment activities that are in direct conflict with the Army's Sexual Harassment and Assault Response and Prevention (SHARP) program?

As of August, 2012: 46 percent of adult internet users post original photos or videos online that they themselves have created. The Pew research identified forty one percent of adult internet users take photos or videos that they have found online and repost them on sites designed for sharing images with many people.¹² Numerous female journalists harassed every day are on the receiving end of the most ruthless and vulgar social media harassment.

¹² Ibid.

Civilian Journalist Cases of Online Harassment

Jill Filipovic; a regular columnist for the Guardians Comment and a blogger at Feminist writes, “Imagine going to work and every few days having people in the hallway walk up to you and say things like, “Die, you dumb cunt” and “you deserve to be raped” and, if you’re a woman of color, adding in the n-word and other racial slurs for good measure. Consider how that would affect your performance and your sense of safety. However, you still love your job and your co-workers. That’s how the Internet feels for many of us.”¹³

Amanda Hess is a self-described freelance writer reporting on sex, Hollywood, teenagers, and technology for websites like Slate, WIRED, ESPN the Magazine, NYMag.com, Elle.com, the Los Angeles Times, NYLON, DETAILS and the Village Voice. “Sex with Amanda Hess” is her professional website and she has over 18,000 followers on Twitter. She has been harassed and received death threats on Twitter.¹⁴ In January 2014, she wrote an article published for Pacific Standard that in January 2014, titled, “Why Women Aren’t Welcome on the Internet, Ignore the barrage of violent threats, and harassing messages that confront you online every day.” That is what is told to women, but these relentless messages are an assault on women’s careers, their

¹³ Jill Filipovic, “Let’s Be Real: Online Harassment Isn’t ‘Virtual’ For Women,” TPM Café: Opinion, January 10, 2014, accessed January 9, 2016, <http://talkingpointsmemo.com/cafe/let-s-be-real-online-harassment-isn-t-virtual-for-women>.

¹⁴ Thomas G. Fiffer, “Threatening Women Writers on the Web: Juvenile Pranks or Workplace Harassment?” The Good Men Project, April 30, 2014, Accessed January 9, 2016, <http://goodmenproject.com/ethics-values/harassing-women-web-juvenile-pranks-serious-threats-fiff/>.

psychological bandwidth, and their freedom to live online. We have been thinking about the internet harassment all wrong.¹⁵

Amanda Hess' article for Pacific Standard explained in detail how a twitter account was set up for the purpose of making death threats towards her. One of the tweets read, "I am a 36 years old, I did 12 years for 'manslaughter,' I killed a woman, like you, who decided to make fun of guys cocks. Happy to say that we live in the same state. I'm looking you up and when I find you, I am going to rape you and remove your head. You are going to die and I am the one who is going to kill you. I promise you this." Amanda goes onto explain that if these words were conveyed to a woman working in an office through an email or instant message, the lawsuit would already be filed. However, the disconcerting truth is it seems there is something about talking dirty to women and threatening them online, that draws nonchalant dismissiveness from law enforcement, the tech companies that maintain the platforms, and the media. She goes on to explain that when she notified the police they had no idea what Twitter was and a colleague of hers stated that the assertions are entirely toothless. Twitter is an essential tool of an online journalist's livelihood. Amanda Hess asks, if the web is their workplace, is tweeting "Die bitch" or "I'm going to rape your ass" to a woman sexual harassment?

Danielle Citron, a law professor at the University of Maryland published a paper in the Michigan Law Review on the prevailing response to internet death and rape threats. She concluded, "Internet harassment is routinely dismissed as 'harmless locker-

¹⁵ Amanda Hess, "Why Women Aren't Welcome on the Internet," Pacific Standard, January 6, 2014, accessed January 9, 2016, <http://www.psmag.com/health-and-behavior/women-arent-welcome-internet-72170>.

room talk,’ perpetrators as ‘juvenile pranksters,’ and victims of ‘overly sensitive complainers.’”

Jade Walker an overnight editor for the Huffington Post wrote in a blog titled Cyber-Harassment, What the Online Community Can Do to Stop the Trolls, dated August 15, 2013. Ms. Walker states that she has been harassed numerous times over articles she has written. In one particular instance, someone created a fake profile bearing a stranger’s name and used that account to post anti-Semitic comments online accompanying a photo of her. This not only horrified and embarrassed her but because she is an online journalist, it defamed her character as well as her employers.

She goes onto state that female journalists are a more popular target and numerous female journalists have been threatened with bomb attacks like Catherine Mayer at Time magazine in August of 2013 or, Emma Barnett a women’s editor for the Telegraph in London and Hadley Freeman a columnist for the Guardian. Just as with Lindy West, each woman was told to just ignore them, they will go away, or you need to develop tougher skin, and well that is the price of fame.

There are many more instances of female journalists, columnists and bloggers being harassed and cyber-bullied found on the internet with some of these cases turning into actual physical contact—harassment. A volunteer organization called, Working to Halt Online Abuse or WHO@ states that of the 3,787 people who reported harassing incidents from 2000 to 2012, 72.5 percent were females. Feminine usernames incurred an average of 100 sexually explicit or threatening messages a day whereas masculine names

only received 3.7 percent.¹⁶ Because the cases of online harassment increased steadily in 2013, politicians, and law enforcement have recently stepped up efforts and created avenues for cybercrime victims to file complaints but there is no complaint section for trolls.¹⁷

Celebrity Cases of Online Harassment

Celebrities are not new to online harassment and threats. Most celebrities state they are used to it, ignore it or just think it comes with the territory of being famous and easily recognizable. When should a celebrity threat be taken seriously? Should celebrities become worried when the threats and online harassment do not stop and instead multiply or begin to turn into physical threats of force? Should they wait to contact the authorities until the threat becomes a death threat to them or their family? Although celebrities do live a very public and sometimes non-realistic life, they too are human and can fear for themselves and their families' well-being. They have the same options a normal individual has, call the police, and file a report or a restraining order. Below are a few celebrities that have had to deal with online harassment. Unlike the some of the journalists or bloggers discussed earlier, these individuals were not voicing their opinions; they were just living their life.

¹⁶ Working to Halt Online Abuse, "Cyberstalking Statistics," accessed January 17, 2016, <http://www.haltabuse.org>.

¹⁷ Jade Walker, "Cyber Harassment: What the Online Community Can Do to Stop the Trolls," *Huffington Post*, August 15, 2013, accessed January 9, 2016, http://www.huffingtonpost.com/jade-walker/cyberharassment-what-the-_b_3764868.html.

Ashanti, the singer and songwriter appeared in court in early March of 2016 in front of her stalker, Devar Hurd, who sent the popstar disgusting, derogatory and disrespectful things to her Twitter account in 2013. This particular stalker of Ashanti had already completed time in jail on numerous occasions for stalking of other individuals.¹⁸ If convicted, Mr. Hurd could receive up to four years in prison for felony stalking.¹⁹

Model Chrissy Teigen wrote on her personal twitter account in 2012 about a performance of the singer Chris Brown who had just completed his performance at the Billboard Music Awards. Within minutes, she began to receive numerous threats online wishing her to be shot, raped, and killed. It took Chris Brown tweeting for his fans to stop sending death threats to Chrissy for the harassment to stop.²⁰

Taylor Swift, singer and entrepreneur stated in 2014 that she has numerous men on file who have threatened her online and then showed up at her house or her mother's home. She says she has not been able to drive herself or drive without a security vehicle following her for the past six years due to online threats. In 2014 alone, she has to have one restraining order against one individual and has had to deal with two separate incidents of individuals trespassing on her personal property. One man was arrested after

¹⁸ J. E. Reich, "A Woman Filed a Restraining Order against Chris Brown Over Alleged Death Threats," Jezebel, March 17, 2016, accessed January 17, 2016, <http://jezebel.com/tag/online-harassment>.

¹⁹ Shayna Jacobs, "Ashanti Begg Long Time Stalker to Stop," *Daily News*, March 16, 2016, accessed April 16, 2016, <http://www.nydailynews.com/entertainment/music/ashanti-begs-longtime-stalker-stop-trial-article-1.2566801>.

²⁰ Natalie Finn, "Celebrities who Have Received Serious Death Threats on Twitter," *E Online*, May 22, 2014, accessed January 17, 2016, <http://eonline.com>.

sharing threatening comments about her online and then showing up to one of her concerts.

In January 2010 celebrity, Scott Baio received death threats for him and his family after he posted a picture of Michelle Obama in an unflattering way with the caption, “Wow he wakes up to this every morning,” referring to the President of the United States Barack Obama. Several individuals accused Mr. Baio of being a racist and one individual posted that it was easy to find his house and finish him, implying he would execute him and his wife.²¹

In January of 2011, Selena Gomez a singer and actress started receiving numerous threats online over her tumultuous on and off again relationship with another singer, Justin Bieber. One individual threatened to kill her and eat her first-born child, others would call her a whore or bitch while others would threaten to kill her and then wear her skin to be her.²²

Tom Daley, an eighteen-year-old English diver who failed to capture the gold during the 2012 Olympic Games received numerous threats online. A British teenager was later identified and arrested for making malicious communications by threatening to murder the Olympic athlete by drowning him in a pool.²³

²¹ Alex Bracetti, “Ten Celebrities who have Received Serious Death Threats on Twitter,” *Complex Magazine*, November 23, 2012, accessed January 17, 2016, <http://www.complex.com/pop-culture/2012/11/10-celebrities-who-received-direct-death-threats-on-twitter/>.

²² Ibid.

²³ James Meikle, “Teenager Issued with Harassment Warning over Tweets Sent to Tom Daley,” *The Guardian*, July 31, 2012, accessed January 17, 2016, <https://www.theguardian.com/sport/2012/jul/31/teenager-arrested-tweets-tom-daley>.

In 2012, C. J. Watson of the Chicago Bulls received numerous death threats after his team failed to win a 2012 National Basketball Association playoff game. The Chicago Bulls fans blamed him for passing to another teammate who missed two free throws and cost them the game.²⁴

Lastly, even the most protected man in the world, the President of the United States received death threats through social media accounts such as twitter. In September of 2012, North Carolina native Donte Jamar Sims posted the following twitter threat. “Ima hot president Obama with that Lee Harvey Oswald swag. . . . Well Ima Assassinate president Obama this evening! . . . Gotta get this monkey off my chest while he’s in town.” While the Federal Employee Defense Services immediately found Mr. Sims and charged him with a felony, there are not a lot of individuals who have that type of authority.

Children and Online Harassment

Children in school are not immune to the harassment through SNS. Data from the *Technology Harassment Victimization* Study, funded by the National Institute of Justice, completed a national survey of a subset of 791 youth, ages 10 to 20. These 791 youth took part in the Second National Survey of Children’s Exposure to Violence in 2011 and 2012. The results yielded that 34 percent of youth reported 311 harassment incidents in the past year: 54 percent of incidents involved no technology (in-person only), 15 percent involved only technology, 31 percent involved both technology, and in-person

²⁴ Chris Greenberg, “CJ. Watson Gets Death Threat on Twitter after Bulls' Loss to 76ers,” *Huffington Post*, May 11, 2012, accessed January 17, 2016, http://www.huffingtonpost.com/2012/05/11/cj-watson-twitter-death-threat-bulls-76ers_n_1508211.html.

harassment (mixed incidents). This study is among the first to examine the complexity of technology involvement in peer harassment at the incident-level. Youth reporting mixed technology and in-person harassment should be a priority for educators and prevention experts who are trying to identify the most serious and harmful experiences. With the civilian sector, having such a difficult time with harassment through social networks how is the Army supposed to tackle this ever-growing problem.

Military Case of Online Sexual Harassment

A perfect example of this occurring within the Army is the case of First Sergeant Katrina Moerk in 2014. Moerk was browsing a social media network's community page in 2014 when she came upon a video that she found offensive and sexist. In one scene of the video, Soldiers escorted a new recruit past a female Soldier's room and the tour guide described the woman as a "piece of meat" who sleeps with all the male Soldiers. He said her name is "Suzy Rotencrotch."²⁵

When she commented on the website that she found it offensive and sexist, several respondents attacked her with insults and even threatened violence to Moerk and her family.²⁶ Some of these respondents were wearing uniforms in their profile photos, the First Sergeant said, so she wrote to them directly. Moerk stated. "I looked them up, introduced myself and explained to them why they were stupid. In addition, I [copied] the

²⁵ Kyle Jahner, "First Sergeant Earns ARCOM for Calling Out Online Antics," *Army Times*, January 5, 2015, accessed February 26, 2016, <http://www.armytimes.com/story/military/2014/12/31/moerk-commendation-award-trolling/21103073/>.

²⁶ Ibid.

Director of the Army SHARP program to help their units improve their SHARP training, because it was obviously lacking. And it's kind of blown up from there.”²⁷

Moerk states the response was “vicious” with several individuals making jokes about calling people out on the internet or even pulling rank on the internet. Things eventually died down online and a SHARP Director brought the email Moerk sent to the attention of Lieutenant General Howard Bromberg who was at that time the Army's Deputy Chief of Staff, Personnel. Shortly thereafter, the Army launched three administrative investigations, because Soldiers from three major commands were involved, either through producing the video or making inappropriate comments. On December 15, 2014, Moerk received an Army Commendation Medal for her willingness to stand up and defend Army values.

First Sergeant Katrina Moerk is an example of an NCO leading by example and setting the example for what is expected of today's Army leaders. Moerk stated, that in many of the troops' minds there is no connection between their professional and private lives and this needs to change. Army Captain John Larue who was the current Charlie Company commander at the time agreed and stated, “We need this kind of leadership—people stepping up to do that—because, ultimately, if you are in the military, you are always representing the service, no matter where you are.” Moerk continues by stating, “troops who are amazing on deployment or mentoring troops in garrison are not good Soldiers if their private lives demonstrate a lack of character or integrity.”²⁸

²⁷ Claudette Roulo, “Hagel Thanks Soldier for Confronting Unethical Behavior Online,” Department of Defense, December 17, 2014, accessed February 26, 2016, <http://www.defense.gov/News-Article-View/Article/603827>.

²⁸ Ibid.

Army spokesman and current Public Affairs Officer to the Secretary of the Army, Lieutenant Colonel Justin Platt states, “The fact that a leader who did the right thing and did not seek recognition is now receiving cyberbullying from peers, subordinates and others only reiterates that more social media intervention is needed by all who value our professionalism to set the standard for what it means to serve honorably and treat other with dignity and respect.”

In response to Moerk receiving an award for her actions, Navy Lieutenant Commander Nate Christensen, a Department of Defense spokesperson, stated, “Trust is the foundation for everything we do as military professionals, and we expect our service members to conduct themselves with integrity and character. We have a commitment to uphold the dignity and respect of our service members and provide a safe environment on which every service member and Department of Defense civilian is free from the threat of sexual harassment.”²⁹

Now that the research has provided some examples of civilian and military online sexual harassment cases to reference, the rest of the literature review chapter discusses specific Army leadership and trust abilities as well as the character, competency, values and ethics of Army Leaders. The research reviewed several Army doctrines referencing these leadership qualities looking to establish if these qualities in will assist in the elimination of online sexual harassment with the U.S. Army.

The literature review of Army doctrine explains specific leadership qualities needed in leaders within the U.S. Army. It will address how leaders who have upstanding character and competency builds trust within the unit and is instrumental for the Army to

²⁹ Jahner, “First Sergeant Earns ARCOM.”

be free from online sexual harassment. It also discusses being a professional, moral leader with competence and leading by example, which will allow the Army to educate its military against harassment through social networking sites. It will conclude by discussing how having strong Army values, and Army ethics should be used as a guideline for leaders to become competent, professional and trust worthy.

What is Army Leadership?

The U.S. Army and its leaders are dedicated to the Nation's defense and to the moral principles and values upon which it is founded.³⁰ The Army professional's moral awareness and sensitivity is required for legally and morally justifiable action.³¹ The office, which Army professionals enter upon taking their oath, is not a physical workspace; it is a moral workspace. This unique workspace involves our subordination to the moral responsibilities of the profession. Specifically, Army professionals are stewards of the sacred trust with the American people. ADRP 1, *The Army Profession*, emphasizes the golden rule of treat others as one would want to be treated; or, do not treat others as one would not like to be treated.

Army Regulation 600-100, *Army Leadership*, provides background on the Army's leadership philosophy and policies. Doctrinal products, ADRP 6-22 and Field Manual (FM 6-22), both titled *Army Leadership* are the basic manuals and guidance for Army Leadership. The Department of the Army develops competent and multifaceted military

³⁰ Department of the Army, Army Doctrine Reference Publication (ADRP) 1, *The Army Profession* (Washington, DC: Departments of the Army, 2015), 4-8.

³¹ *Ibid.*, 6-4.

and civilian leaders who personify the Army values and the warrior ethos in all aspects from warfighting, to statesmanship, to enterprise management.

Leaders must be able to operate independently in an ambiguous, dynamic, and politically sensitive environment. Leaders at all levels must be able to communicate, coordinate, and negotiate with a variety of personnel, including joint and coalition forces, interagency partners, nongovernmental organizations, local leaders, U.S. and foreign media, civilians, contractors, and people of different cultures and languages. Leaders must be competent, full spectrum warfighters, and professionals who understand the strategic implications of their actions, behaviors, and decisions on Army, Department of Defense, and national objectives. Leaders must reinforce the view that actions, which are counter to Army values and the standards of conduct, can compromise the nation's strategic objectives.³²

Army Doctrine Reference Publication 6-22, *Army Leadership*, states an ideal leader has strong intellect, physical presence, and professional competence, moral character, and serves as a role model. All Soldiers and Army civilians must serve as leaders and followers. It is important to understand that leaders do not just lead subordinates-they also lead other leaders. Position, rank, or authority does not always designate its leader's.³³ Good leaders focus on how to use new information as it relates to other information. To solidify new knowledge, leaders apply it and experience what it means. Leaders need to develop and expand knowledge not only of tactics and

³² Department of the Army, Army Regulation (AR) 600-100, *Leadership* (Washington, DC: Departments of the Army, 2012), 1.

³³ Department of the Army, Army Regulation (AR) 6-22, *Army Leadership* (Washington, DC: Departments of the Army, 2012), 7-41.

operational art, technical equipment and systems, but of diverse cultures as well. Army leaders exercise a profound responsibility because the consequences of their decisions and actions affect the lives of Soldiers, their families, the enemy and non-combatants. Leaders draw from deep-rooted values and professional competence to demonstrate resolve to do what is right at the right time for the right reason. National and Army values and expectations inspire professional development, instilling a desire to acquire the essential knowledge to lead.³⁴

Army Doctrine Reference Publication 6-22, *Army Leadership*, defines Army leadership as the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. It further defines influencing as getting people—military and civilian, governmental and non-governmental partners, or even bystanders such as a local populace—to do what is required. Influencing entails more than simply passing along orders. Through words and personal example, leaders communicate purpose, direction, and motivation.

Army Doctrine Reference Publication 6-22, *Army Leadership* states influence is the essential element of leadership.³⁵ Influence refers to how people create and relay their messages, behaviors, and attitudes to affect the intentions, beliefs, behaviors, and attitudes of another person or group of people. Influence depends upon relationships where leaders build positive rapport and a relationship of mutual trust, making followers

³⁴ Ibid., 1-1.

³⁵ Ibid., 6-2, para. 6-5.

more willing to support requests. ADRP 6-22, *Army Leadership*, further explains the application of influence.³⁶

To succeed and create true commitment, subordinates should perceive influencing methods as authentic and sincere. Positive influence comes from leaders who do what is right for the Army, the mission, the team, and each individual Soldier. Negative influence—real and perceived—emanates from leaders who primarily focus on personal gain and lack self-awareness. Even honorable intentions, if wrongly perceived by followers as self-serving, will yield mere compliance. False perception may trigger unintended side effects such as resentment of the leader and the deterioration of unit cohesion. ADRP 6-22, *Army Leadership*, further explains in order for Leaders to influence and lead there must be trust established. What does this mean? How can Army Leaders establish trust?

Trust in Army Leaders

Let us again review the Pew Internet and American Life Project website as well as the numerous surveys they conduct in the civilian sector. The Pew Internet and American Life Project website states that Facebook users are more trusting than others are. The Pew survey asked people if they felt “that most people can be trusted.” When Pew used regression analysis to control for demographic factors, they found that the typical internet user is more than twice as likely as others to feel that people can be trusted. Further, they found that Facebook users are even more likely to be trusting. Pew used regression analysis to control for other factors and found that a Facebook user who uses the site

³⁶ Ibid., 6-15.

multiple times per day is 43 percent more likely than other internet users and more than three times as likely as non-internet users to feel that most people can be trusted.³⁷ The individual users in the 43 percent mentioned above are the young Soldier population in the age range of 18 to 29 as stated earlier in the introduction. This age range is complimentary to the age range of Soldiers and young Leaders serving in today's U.S. Army.

Army Doctrine Reference Publication 6-22, *Army Leadership*, has entire section labeled Builds Trust stating that trust enables influence and mission command.³⁸ When high levels of trust exist, people are more willing and naturally accepting of influence and influence is more likely to occur in multiple directions. It goes on to state that trust encompasses reliance upon others, confidence in their abilities, and consistency in behavior. Trust builds over time through mutual respect, shared understanding, and common experiences.

Communication contributes to trust by keeping others informed, establishing expectations, and developing commitments. Sustaining trust depends on meeting those expectations and commitments. Leaders and subordinates earn or lose trust through everyday actions and attitudes. ADRP 6-22, *Army Leadership*, states it is important for leaders to promote a culture and climate of trust. To establish trust, leaders create a positive command climate that fosters trust by identifying areas of common interest and goals. Teams develop trust through cooperation, identification with other members, and

³⁷ Pew Research Center.

³⁸ Department of the Army, Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: Departments of the Army, 2012), 6-7.

contribution to the team effort. Leaders build trust with their followers and those outside the organization by adhering to the leadership competencies and demonstrating good character, presence, and intellect. Leaders need to be competent and have good character to be trusted. Leaders who coach, counsel, and mentor subordinates establish close relationships that foster trust.³⁹

Trust and what it means to the Army as a profession, was a recurring theme during a January 14, 2016 brief from General David G Perkins, commanding general of the U.S. Army Training and Doctrine Command to the SHARP Academy students at Fort Leavenworth, Kansas. He stated, “The keystone of our profession is trust,” adding, that if sexual harassment or assault goes unaddressed within a unit, it sends the message that trust between Soldiers is not important. He further states, “Nothing breaks down trust quicker than being harassed or—God forbid—assaulted.” General Perkins also stated, “If you are true profession, you are self-policing, self-correcting profession,” Perkins continued. “If someone is out of line, we are going to self-police them. If someone needs education, we are going to provide it ourselves. We are the stewards of our profession.”⁴⁰

Army Doctrine Reference Publication 6-22, *Army Leadership*, goes on to explain how relationships built on trust enable leaders to empower subordinates, encourage initiative, reinforce accountability, and allow for open communication. Further, these relationships establish predictability and cohesion within the team. Failure to cultivate a climate of trust or a willingness to tolerate discrimination or harassment on any basis

³⁹ Ibid., para. 6-50 to 6-51.

⁴⁰ Stephen P. Kretsinger Sr., “Perkins on SHARP: Keystone of Army Profession is Trust,” Official Homepage of the United States Army, January 22, 2016, accessed February 26, 2016, <http://www.army.mil/article/161305>.

erodes unit cohesion and breaks the trust subordinates have for their leaders. Unethical behavior, favoritism, personal biases, and poor communication skills erode and undermine trust and can bring discredit on us all. Broken trust often creates suspicion, doubt, and distrust. Moral failure compromises the Army profession's bond of trust among its members, with the American people, and with the international community.⁴¹

Restoring broken trust is not a simple process—it requires situational awareness and significant effort on the part of all parties affected. Creating a positive climate begins with encouraging diversity and inclusiveness. All leaders are responsible for adhering to equal opportunity policies and preventing harassment.

An additional Army doctrine that lists trust as an essential characteristic of the Army profession is ADRP 1, *The Army Profession*. It has an entire section dedicated to trust and what it means as a professional in the Army.

⁴¹ Department of the Army, ADRP-1, para 4-1.

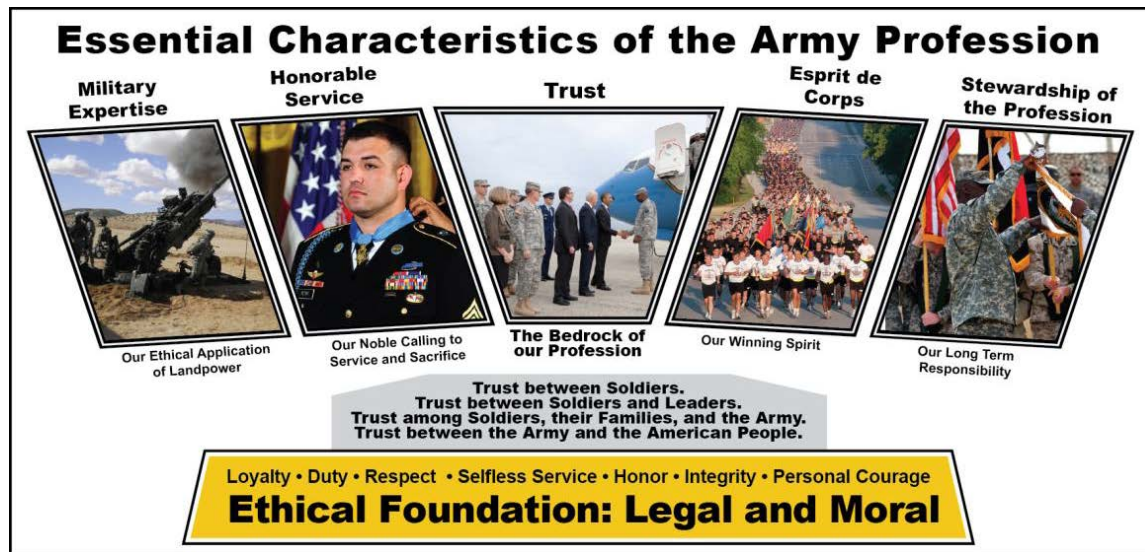


Figure 1. The Foundation of Trust and Essential Characteristics of the Army Profession

Source: Department of the Army, Army Doctrine Reference Publication (ADRP) 1, *The Army Profession* (Washington, DC: Departments of the Army, 2015).

Section one of ADRP 1, *The Army Profession* states, the American people place special trust and confidence in the Army as a profession that considers honorable service to the Nation its highest priority. Trust is the bedrock of the Army's relationship with the American people. Our professional responsibility is to preserve this earned trust. Within the Army profession, mutual trust is the organizing principle necessary to build cohesive teams. The Army's ability to fulfill its strategic role and discharge its responsibilities to the Nation depends on; trust between Soldiers, Leaders, Army Civilians, Soldiers Families, and the American people.⁴²

Army Doctrine Reference Publication 1, *The Army Profession*, re-states what ADRP 6-22, *Army Leadership* says as trust being the bedrock of the Army profession and

⁴² Ibid., para. 1-24.

the Army's relationship with society. Essential to reinforcing trust is performing our duty every day in a manner that the American people judge to be ethical according to the beliefs and values enshrined in the Nation founding documents. Earned trust and reinforced as Army professionals contribute to the mission and perform their duty. Seeking and communicating the truth and acting with integrity. With trust, there is less need for detailed guidance and close supervision.

An Army professional's store of trust develops from demonstrated character, competence, and commitment. Subordinates, peers, and superiors lose trust in a member of the Army profession whose character and competency through their conduct fails to meet the standards of these criteria. More important, a greater loss of trust in the institution occurs when leadership neglects to take action to address these failures.⁴³ Through, counseling, mentorship, and education the Army can ensure its Army leaders have the proper character and core competencies in order to gain the trust of their subordinates, peers, and superiors of the Army profession.

Army Leader Character and Competencies

One of the core leader competencies stated in each of the Army Leadership doctrines is leaders must lead by example. ADRP 1, *The Army Profession*, repeats this and even further explains that leaders are role models for others. ADRP 1 states leaders set the right example, live by and uphold the Army Ethic, establish a positive climate, and inspire the team. Leaders are viewed as the example and must maintain standards and provide examples of effective behaviors. When Army leaders model the Army Values,

⁴³ Ibid., para. 3-5.

they provide tangible evidence of desired behaviors and reinforce verbal guidance by demonstrating commitment and action.⁴⁴ ADRP 6-22, *Army Leadership*, established The Army Leadership Requirements Model, which concentrates on components on what a leader is (attributes) and what a leader does (competencies). The leaders' character, presence, and intellect enable the leader to master the core leader competencies.⁴⁵

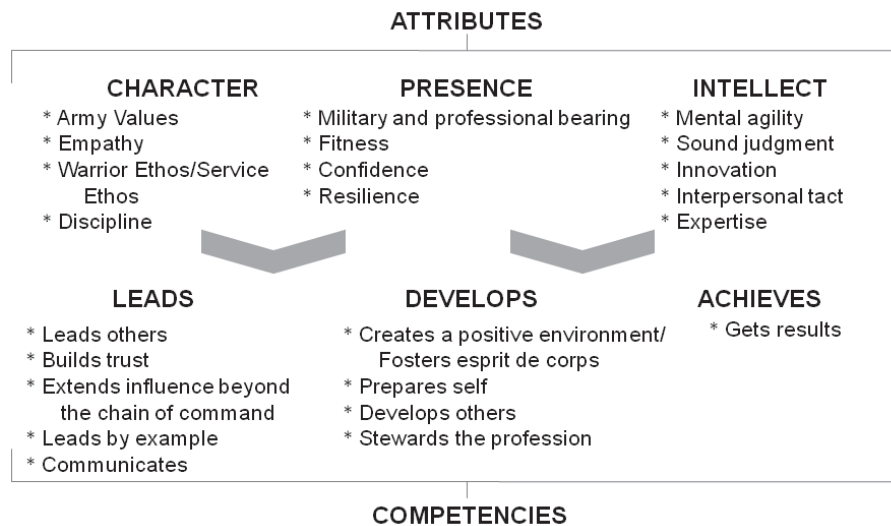


Figure 2. The Army Leadership Requirements Model

Source: Department of the Army, Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: Departments of the Army, 2012).

The core competencies described in FM 6-22, *Army Leadership*, is under the section titled Leader Development. FM 6-22, *Army Leadership*, states leaders can influence others by acting in a manner that provides others with an example by which to

⁴⁴ Ibid., para. 2-9.

⁴⁵ Department of the Army, ADRP 6-22, para. 1-28.

measure and model their own behavior. Leading by example is a form of influence where leaders provide models rather than explicit direction. Leading by example is a manifestation of character and presents the following attributes: displaying Army Values and empathy, exemplifies the Warrior Ethos/Service Ethos, applies discipline, leads with confidence in adverse situations, demonstrates tactical and technical competence, understands the importance of conceptual skills and models them, and seeks diverse ideas and points of view.⁴⁶

Army Doctrine Reference Publication 6-22, *Army Leadership*, re-emphasizes FM 6-22, *Army Leadership* by stating to lead by example a leader must display character. Leaders operate on instinct that has evolved from what they have seen. What leaders see, others do sets the stage for what they may do. Modeling these attributes of character defines the leaders to the people with whom they interact. A leader of sound character will exhibit that character at all times.⁴⁷ Leaders serve as role models; they maintain standards and provide effective examples through their actions. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.

Over the past two years the Department of the Army has initiated a Qualitative Management Program (QMP) for Army leaders, which included Officers and NCOs. The 2014-06 Army Directive QMP states in paragraph three that the QMP identifies NCOs whose performance, conduct or potential for advancement do not meet Army standards

⁴⁶ Department of the Army. Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Departments of the Army, 2012), para 7-23.

⁴⁷ Department of the Army. ADRP 6-22, para 6-67.

for continued service, as determined by the approved recommendations of a Headquarters, Department of the Army centralized selection board responsible for QMP selection. With this directive, they have attached Army Regulation 635-200 Chapter 19 QMP, revised to state in paragraph 19-5 Implementation; an Headquarters, Department of the Army centralized selection board will consider NCOs for denial of continued service when United States Army Human Resource Command receives material from one of the following categories for permanent filing in the performance or restricted folder of the NCOs Army Military Human Resource Record. A memorandum of reprimand from a general officer, conviction by court-martial or punishment under Article 15, of the Uniform Code of Military Justice, a Relief for Cause Non Commissioned Officer Evaluation Report, or an annotation of “No” for one of the Army Values on the NCOER.⁴⁸ If an NCOs character and competence are in question during a QMP, why is it we are waiting until a QMP to relieve said NCO?

Officers are being held to the same scrutiny over the past few years as well. Officer Separation Boards were initiated to assist in the downsizing of the Army. Captains, Majors, even Lieutenant Colonels have all been selected for Officer Separation Boards. Derogatory information was found in eighty percent of the Major files selected for the separation board. Just as the QMP for NCOs, this could include a permanent General Officer memorandum of reprimand or negative statements in an evaluation. An officer can receive this for several reasons to include anything from Driving Under the Influence to plagiarism in an academic setting. This is a serious indicator of a character

⁴⁸ Department of the Army, Army Regulation (AR) 635-200, *Active Duty Enlisted Administrative Separations* (Washington, DC: Departments of the Army, 2005/RAR 2009), accessed March 27, 2016, <http://www.apd.army.mil>.

issue.⁴⁹ So why did the Army wait to initiate an Officer Separation Board to rid the Army of leaders whose character and leadership are in question or had to be reprimanded. Leaders of questionable character lose trust and authority within their units.

Army Doctrine Reference Publication 6-22, *Army Leadership*, explains that the oaths and values emphasize that the Army's military and civilian leaders are instruments of the people of the United States. Soldiers should recognize that in or out of uniform, they represent their units, the Army, and the nation. Every Soldier must balance official duties with the civil responsibilities afforded by the laws of the nation. They must function as ambassadors for the nation in peace and war. Similarly, the Army expects honorable behavior by Army Civilians. Society and the Army look to Army leaders to ensure that Soldiers and Army Civilians receive the proper training and care, uphold expected values, and accomplish missions. Army leaders selected to command are expected to lead beyond the mere exercise of formal authority. They should lead by example and serve as role models; their personal example and actions carry tremendous moral force.

As discussed, leading by example is a critical and valuable Army leader core competency that is intertwined with building trust, which is an essential characteristic of the Army profession. Leading by example is repeated throughout each of the Army Leadership doctrines as being critical for leaders. The Army and its leadership can educate its Soldiers, Civilians, and Leaders by instructing through the Army SHARP

⁴⁹ Brad Hardy, "Here's Why the Army Needed to Cut Officers with a History of Bad Decisions," August 26, 2014, accessed April 16, 2016, <http://taskandpurpose.com/heres-army-needed-cut-officers-history-bad-decisions/>.

program what it means to lead by example in and out of uniform. Unethical behavior online can lead to distrust in the unit as well as the perception of a lack of Army Values.

The Army Values

Field Manual 6-22, *Army Leadership* states, upon entering the Army, Soldiers learn to uphold a new set of values: the Army Values. The Army Values are a set of principles, standards, and qualities that are essential for Army leaders. Although the Army recognizes seven values to uphold—loyalty, duty, respect, selfless service, honor, integrity, and personal courage, these are not the only values leaders should emulate. It is every Soldier's obligation to demonstrate values through their decisions and actions, and in doing so, set an example for others to follow.

Demonstrating Army values establishes a leader as a person of character who upholds the Army Ethic in the conduct of mission, performance of duty and all aspects of life.⁵⁰ Soldiers should take an ethical stance and foster an ethical climate as well as demonstrate good moral judgment and behavior. By doing this, he or she has shown acceptance of the Army values and is not afraid to face the demands or hardships that following the Army values might bring. If there are Soldiers or leaders not following the Army values, FM 6-22, *Army Leadership* guides its readers to make decisions based on what you know is right and to not be swayed by circumstances or internal or external factors that may affect the decision. It goes on to state that a Leader should act according to clear principles rather than the easy path, practice what you preach and demonstrate upholding the Army's Values to others.

⁵⁰ Department of the Army, FM 6-22, 7-24.

Army Doctrine Reference Publication 6-22 explains that Army leaders of character lead by personal example and consistently serve as role models through a dedicated lifelong effort to learn and develop. The Army expects officers to live the Army Values as leaders of character. Respect and Honor are only two of the Army Values that contribute a leader to have good character.⁵¹ Army leaders should consistently foster a climate that treats everyone with dignity and respect, regardless of race, gender, sexual orientation, creed, or religious belief.

Fostering a positive climate begins with a leader's personal example. Living honorably, in line with the Army Values, sets an example for every member of the organization and contributes to an organization's positive climate and morale.⁵² How leaders conduct themselves and meet obligations define them as persons and leaders. Honor demands putting the Army Values above self-interest and above career and personal comfort.⁵³

Respect

The Army Culture and Army values listed in Army Regulation 600-100, *Army Leadership*, states the army value of respect is to treat people as they should be treated. This is the same as do unto others as you would have done to you. Leaders must recognize when an individual within the U.S. Army posts harassing words or pictures through social media that it degrades the unity of the unit and loses respect not only from

⁵¹ Department of the Army, ADRP 6-22, 3-9.

⁵² Ibid., 3-3.

⁵³ Ibid., 3-12.

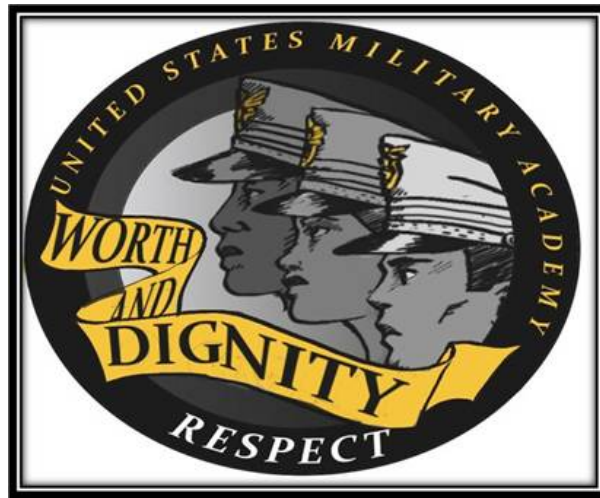
other individuals in the unit but the American people as well. Respect is what allows an individual to appreciate the best in someone else. It is trusting that all people have done their jobs and fulfilled their duty.

Army leaders honor everyone's individual worth by treating all people with dignity and respect. The leader who feels and gives the respect, which is due to others, cannot fail to inspire in them regard for himself. While he who feels, and hence manifests, disrespect towards others, especially his subordinates, cannot fail to inspire hatred against himself. Respect for the individual forms the basis for the rule of law, the very essence of what makes America. In the Army, respect means recognizing and appreciating the inherent dignity and worth of all people. This value reminds you that your people are your greatest resource.⁵⁴

The United States Military Academy at WestPoint has a Respect Creed as well as a Respect Program Advisory Council (RPAC) to teach the cadets the importance of living a life of moral and ethical excellence. As an asset of the Simon Center for the Professional Military Ethic, it aligns itself with the mission of promoting an understanding of Officership and the development of a self-concept within cadets. The program employs the efforts of cadets throughout the Corps, dedicated to providing a

⁵⁴ Coyotes National Hockey League, "Army Core Values," accessed March 27, 2016, <http://www.coyotes.nhl.com/club/newsprint.htm?id=428453>.

healthy, professional environment in their units. The duties within the Corps of Cadets include education in the areas of, cultural awareness, responsible alcohol use, sexual harassment and assault prevention and equal opportunity.⁵⁵



“Cadets will treat others and themselves with dignity and worth and expect the same from those around them”

Figure 3. West Point Respect Cadet Creed

Source: United States Military Academy, “The Respect Creed,” accessed May 9, 2016, <http://www.westpoint.edu/scpme/sitepages/respect.aspx>.<http://www.westpoint.edu/scpme/sitepages/respect.aspx>.

Army professionals are stewards of the sacred trust with the American people. ADRP 1, *The Army Profession*, states to treat others as one would want to be treated; or, do not treat others as one would not like to be treated. This is the golden rule for civilian society as well as the Army profession. So why are Soldiers harassing other Soldiers and

⁵⁵ United States Military Academy, “The Respect Creed,” accessed May 9, 2016, <http://www.westpoint.edu/scpme/sitepages/respect.aspx>.

civilians working in the military through social media websites? Do Soldiers feel the social media world is not real? How would Soldiers feel or react if the harassment they were typing into the social networking sites (SNS) was turned around and projected towards them instead? Will Soldier then be able to see the issue with disobeying one of the Army founding values and its profession?

Empathy

Displaying empathy is an additional value that can be used for Soldiers and leaders to recognize and prevent harassment through SNS, even though it is not listed as one of the seven Army values. FM 6-22, Army Leadership states, empathy is defined as the ability to share and understand someone else's feelings. The capacity for empathy is an important attribute for leaders to possess. Empathy can allow leaders to understand how their actions will make others feel and react. Empathy can help leaders to understand those that they deal with including other Soldiers, Army Civilians, local populace, and even enemy forces. Being able to see from another's viewpoint enables a leader to understand those around them better. Strong indicators of leaders having empathy are to predict how others will react to certain events and being able to identify with other individuals. Leaders should imagine others' assumptions and preferences. Get to know your subordinates better so you can understand their issues. Actively combat moral disengagement (convincing oneself that ethical standards do not apply in a certain situation) in peers and subordinates by directly addressing instances when they failed to show concern for others.

Discipline

An additional value not listed in the seven Army values but is considered a strong-based leader value is applying discipline and it is essential for a Soldier and leader. While it is the responsibility of all Soldiers to maintain self-discipline, it is the responsibility of leaders to ensure unit discipline. Self-discipline allows individuals to ensure their behaviors embody the Army Values, make certain that Army standards are met (physical as well as behavioral), and properly accomplish tasks in a timely manner. All of the specified attributes and behaviors of an Army leader are based in self-discipline and the ability to put the needs consistent with support and defense of the Constitution of the United States ahead of one's own needs. A Soldier and leader must maintain the standards for both self and his or her subordinates. They must encourage positive behaviors and yet discipline negative behaviors. They must continuously display a professional demeanor, and be able to assess one's own behaviors accurately as well as internalize the Army Values and traditions.⁵⁶

What if Soldiers and leaders are missing the Army values? If a Soldier and leader already display the Army values, does the Army still need to continue to develop, educate, and train on the Army values? Yes, Army Regulation 600-100, *Army Leadership* states all leaders have a responsibility to develop those junior to them to the fullest extent possible. In addition to institutional training and education, leaders can facilitate development through the knowledge and feedback they provide through counseling, coaching, and mentoring.⁵⁷

⁵⁶ Department of the Army, FM 6-22.

⁵⁷ Department of the Army, AR 600-100, 5.

Chapter 2 of Army Regulation 600-100, *Army Leadership*, lists the general responsibilities of every leader. Two of the twelve responsibilities are to set and exemplify the highest ethical and professional standards as embodied in the Army Values and Foster a healthy command climate.

Ethics

The next quality our professional Army leaders need to focus on in order to combat sexual harassment through social media is having strong Army Ethics. ADRP 1, *The Army Profession*, defines the Army Ethics as the evolving set of laws, values, and beliefs, embedded within the Army culture of trust that motivates and guides the conduct of Army professionals bound together in common moral purpose. The Army Ethic provides the moral dimension that aids in understanding why we live by and uphold established moral principles.

Table 1. The Legal and Moral Framework of the Army Ethic

| The Framework of the Army Ethic | | | |
|---|----------------------------------|---|---|
| | | Legal Foundations | Moral Foundations |
| Army as Profession (Laws, values, and norms for performance of collective institution) | | Legal-Institutional <ul style="list-style-type: none"> • The U.S. Constitution • Titles 5, 10, 32, USC • Treaties • Status-of-forces agreements • Law of war | Moral-Institutional <ul style="list-style-type: none"> • The Declaration of Independence • Just war tradition • Trust relationships of the profession |
| Individual as Professional (Laws, values, and norms for performance of individual professionals) | | Legal-Individual Oaths: <ul style="list-style-type: none"> • Enlistment • Commission • Office USC—Standards of Exemplary Conduct UCMJ Rules of engagement Soldier's Rules | Moral-Individual Universal Norms: <ul style="list-style-type: none"> • Basic rights • Golden rule Values, Creeds, and Mottos: <ul style="list-style-type: none"> • "Duty, Honor, Country" • NCO Creed • Army Civilian Corps Creed • Army Values • The Soldier's Creed, Warrior Ethos |
| NCO | noncommissioned officer | U.S. | United States |
| UCMJ | Uniform Code of Military Justice | USC | United States Code |
| The <i>Army Ethic</i> is the evolving set of laws, values, and beliefs, embedded within the Army culture of trust that motivates and guides the conduct of Army professionals bound together in common moral purpose. | | | |

Source: Department of the Army, Army Doctrine Reference Publication (ADRP) 1, *The Army Profession* (Washington, DC: Departments of the Army, 2015).

Leaders can find themselves in situations of uncertainty where the rules do not provide a clear, right course of action. In these cases, Army professionals should base their decisions and actions on the moral principles of the Army Ethic, ensuring the protection of the inalienable rights of all people. In this way, Army professionals live by, uphold the moral foundation of the Army Ethic, and reinforce the Army culture of trust among fellow Army professionals and with the American people.

Army Doctrine Reference Publication 1, *The Army Profession*, explains that by living by and upholding the Army Ethic as Soldiers and Army Civilians, we join the Army profession with personal values developed in childhood and nurtured through years of experience. By taking our oath to support and defend the Constitution, we agree to live

by a new set of values—the Army Values as discussed earlier. These values, understood as moral principles, are inherent within the Army Ethic. As Army professionals, we commit to embracing Army Values, living by and upholding the moral principles of the Army Ethic. The Army Ethic guides our decisions and actions, always.⁵⁸ When we uphold the Army Values and live the Army Ethic, we strengthen the Army culture of trust.⁵⁹ Leaders and subordinates earn or lose trust through everyday actions and attitudes. I refer back to the section labeled Trust where ADRP 1, *The Army Profession* lists trust as an essential characteristic of the Army profession.

As stewards of the profession, we must lead by example and uphold the Army Ethic in all aspects of our lives. We are accountable, and hold others accountable, to be worthy of our status as Army professionals. Acts of sexual harassment, sexual assault, and hazing are examples of violations of the Army Ethic. They injure our comrades, are corrosive to the Army culture of trust, and they undermine the trust of the American people.⁶⁰

Army Doctrine Reference Publication 6-22, *Army Leadership*, explains character and ethics as adhering to the principles the Army Values embody is essential to upholding high ethical standards of behavior. Unethical behavior quickly destroys organizational morale and cohesion—it undermines the trust and confidence essential to teamwork and mission accomplishment. Consistently doing the right thing forges strong character in individuals and expands to create a culture of trust throughout the

⁵⁸ Department of the Army, ADRP 1, para. 3-24.

⁵⁹ *Ibid.*, para. 3-25.

⁶⁰ *Ibid.*, para. 3-26.

organization.⁶¹ A leader is the ethical standard-bearer for the organization, responsible for building an ethical climate that demands and rewards behavior consistent with the Army Values. Regardless of available expert help, the ultimate responsibility to create and maintain an ethical climate rests with the leader.

Ethics indicate how a person should behave. Values represent the beliefs that a person has. The seven Army Values represent a set of common beliefs that leaders are expected to uphold and reinforce by their actions. The translation from desirable ethics to internal values to actual behavior involves choices.⁶² Ethical conduct must reflect genuine values and beliefs. Soldiers and Army Civilians adhere to the Army Values because they want to live ethically and profess the values because they know what is right. Adopting good values and making ethical choices are essential to produce leaders of character. Army leaders must consistently focus on shaping ethics-based organizational climates in which subordinates and organizations can achieve their full potential.

The Army exists as a profession for one reason: to serve the Nation by supporting and defending the Constitution in a way that upholds the rights and interests of the American people. This is the basis for the Army Ethic, which is the heart of the Army profession. The Army Ethic defines what it means to serve honorably. Our professional responsibility is to contribute daily to honorable service, living by and upholding the Army Ethic in the conduct of our mission, performance of duty, and all aspects of life.⁶³

⁶¹ Department of the Army, ADRP 6-22, para. 3-33.

⁶² Department of the Army, ADRP 1, para 3-34, 3-35.

⁶³ Ibid., 3-11.

Adherence to the Army Ethic, a moral obligation, is a force multiplier in all operations. Leaders are role models and must communicate and set the example for living the Army Ethic for their Soldiers and Army Civilians. By living and upholding the Army Ethic, we strengthen the essential characteristics of the Army profession. As Army professionals, we accept the responsibility of continuous development of others and ourselves in character, competence, and commitment.

Army Doctrine Reference Publication 1 states the Army Ethic includes the moral principles that guide our decisions and actions as we fulfill our purpose. Living the Army Ethic is the basis for our mutual trust with each other and the American people. Army professionals lead by example and demonstrate courage by doing what is right despite risk, uncertainty, and fear; they candidly express their professional judgment to subordinates, peers, and superiors.⁶⁴

Not in my Squad

Sergeant Major of the Army Dan Dailey created a new campaign hoping to empower NCOs to fight sexual harassment and assault within the ranks. The “Not In My Squad” initiative place first-line supervisors and leaders directly into the fight against sexual harassment and assault. Not In My Squad empowers junior leaders to educate and train those entrusted to their care and is critical to building our Army team and eradicating sexual harassment. Dailey states, “We have got to empower young NCOs, we rely on them in combat . . . [and] we have got to trust them with this. Our NCOs can do this. We just need to empower them.”

⁶⁴ Ibid., para. 2-6.

All Army Activities 122/2015

On July 27, 2015, the U.S. Army released an All Army Activities message numbered 122/2015 titled, Professionalization of online conduct, is an unclassified document for official use only. This shows positive improvement for the U.S. Army of updating policies and regulations across the U.S. Army programs concerning the regulation of social media harassment by Soldiers. This message explains the definition of terms of electronic communication, misconduct, and incidents as they pertain to Soldiers officially or personally in a consistent Army values and standard code of conduct manner. The All Army Activities message further explains specific guidance on online conduct for Soldiers, commanders, leaders, contractors, Army civilians, as well as Family Members of Soldiers.

Summary and Conclusions

Sexual harassment continues to increase and social media is simply a new avenue to conduct sexual harassment. It is imperative for the U.S. Army SHARP program to understand the new venues Soldiers can use to conduct sexual harassment and how these new venues should be incorporated into the updated policies, regulations and training in order to prevent future sexual harassments incidents. The All Army Activities message 122/2015, Professionalization of online conduct is an excellent start in promoting the awareness and reduction of sexual harassment through social media. However, the All Army Activities message did not mention any deadlines for implementing departmental changes. It also did not mention who is responsible for reviewing stated changes. The research that went into this thesis will assist the U.S. Army SHARP program in continuing reducing and preventing sexual harassment through social media.

CHAPTER 3

RESEARCH METHODOLOGY

The Social Media trend in the U.S. Army is not slowing down but instead more instances are occurring where Soldiers posted inappropriate comments that require their commanders to become involved and undergoing the procedures of the Uniform Code of Military Justice against these Soldiers. For this study, a qualitative research methodology was used because with cases of social media misuse in the U.S. Army having such a small body of peer-reviewed research, the study lends itself to a qualitative approach focusing on identification of leadership characteristics, Army values, and ethics found in Army doctrine. However, multiple civilian case studies can assist with answering the research questions.

Qualitative Research

John W. Creswell the author of *Qualitative Inquiry and Research Design Choosing Among the Five Approaches* says an individual conducts qualitative research because a problem or issue needs to be explored. This exploration is needed, in turn, because of a need to study a group or population, identify variables that cannot be easily measured, or hear silenced voices.⁶⁵ The goal of qualitative researcher is to express an answer through words instead of data while trying to be as non-biased as possible. Qualitative research is useful when little research exists because the researcher is

⁶⁵ John Creswell, *Qualitative Inquiry and Research Design Choosing Among the Five Approaches*, 3rd ed. (Los Angeles, CA: SAGE Publishing, 2013), 47-48.

expressing their answer through words instead of data. The qualitative researcher can pave the way for future research.

The primary research question in this study looks at how leaders in the Army can influence and educate Soldiers in stopping online sexual harassment. With online sexual harassment having a very limited body of peer-reviewed research, the research lends itself to a qualitative approach. According to Creswell, there are five major methods of a qualitative approach, narrative, phenomenological, grounded theory, ethnographic, and case study. For this research, the method chosen was phenomenological research. Creswell explains the phenomenological study as describing the common meaning for several individuals of their lived experiences or a concept or a phenomenon.

The researcher focuses on what all participants have in common, as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence resulting in the researcher identifying a phenomenon. The researcher first turns to a phenomenon also considered an abiding concern, which seriously interests them. The researcher reflects on essential themes, or what constitutes the nature of this experience. The researcher then writes a description of the phenomenon, as well as makes an interpretation of the meaning of the experience.⁶⁶

Phenomenology research provides deep understanding of a phenomenon as experienced by several individuals. The participants in the research need to be carefully chosen to be individuals who have all experiences the phenomenon in question, so that

⁶⁶ Ibid.

the researcher in the end can forge a common understanding.⁶⁷ This was easy to accomplish in civilian society but more difficult in the military due to only having the one case of First Sergeant Moerk.

Phenomenological Research Design and Methods

The purpose of this research was to conduct an in-depth study of a particular research problem, instead of a sweeping statistical survey or comprehensive comparative inquiry within a quantitative study. Phenomenological research can assist in narrowing a broad field or research into a few manageable examples. This research design is particularly useful when not much is documented about an issue.

Once the researcher has collected and identified the common phenomenon that is occurring and then forges a common understanding, they can conclude the research using thematic analysis. R. E. Boyatzis writes in *Transforming Qualitative Information*, thematic analysis is a process of encoding qualitative information, and may be a list of themes, a complex model with themes, indicators, and qualification that are causally related; or something in between these two forms.⁶⁸

Data Collection

According to Creswell, data collection in phenomenological research is a procedure that involves typically interviewing individuals who have experience the phenomenon. He states, this is not a universal trait, however, as some phenomenological

⁶⁷ Ibid., 83.

⁶⁸ Richard E. Boyatzis, *Transforming Qualitative Information: Thematic Analysis and Code Development* (Thousand Oaks, CA: Sage Publications, 1998).

studies involve varied sources of data, such as poems, observation, and documents. This study did not involve interviews and instead used data collection of documentation of individuals who have experienced the phenomenon of online sexual harassment.⁶⁹ This study also used documentation in the form of letters, memorandums, and other communiques, and administrative reports or military messages. This list is not all-inclusive.

Data Analysis

Interpretation of data compiled during this research was completed through identification of essential themes of online sexual harassment. The most common themes were education and accountability. These two themes were identified by individuals within numerous sexual harassment incidents. The researcher then identified significant statements and patterns among the themes, specifically patterns that give meaning to the research study.

The first theme of education explains that the individual internet user related the social media internet world as a conceptual, virtual world with absolutely no relation to the physical world. For example, in numerous research studies during this thesis the individual conducting the online harassment would state that it is only words and could not cause any physical harm to anyone. First Sergeant Moerk, the Non-commissioned Officer who was sexually harassed online in 2015 agrees. She stated, that in many of the troops' minds there is no connection between their professional and private lives and this needs to change.

⁶⁹ Creswell, 79.

Danielle Citron, a law professor at the University of Maryland published a paper in the Michigan Law Review on the prevailing response to internet death and rape threats. She concluded, “Internet harassment is routinely dismissed as ‘harmless locker-room talk,’ perpetrators as ‘juvenile pranksters,’ and victims of ‘overly sensitive complainers.’”

The second theme of holding internet users accountable when they do commit sexual harassment through social media it seems is a little harder to enforce. Even if the derogatory remarks and pictures are removed from one website, someone else can create a new website depicting the same derogatory theme against an individual. If an individual would look up on google the words “moerk blue falcon” today they would still find a Facebook page link that would take the individual to a website slandering Moerk by calling her a slut and other derogatory comments as well as pictures. I understand that the internet is vast but why is this page still accessible? The government can block webpages from being accessed on a government computer but it cannot remove this webpage from being accessed? Can the government not find out who these individuals are and hold them accountable?

Research Objective

The primary objective of this research was to determine what the U.S. Army needed to do in order to eliminate online sexual harassment in the military. Harassment of any type is toxic to the military. Currently there are numerous civilian companies struggling to eliminate online sexual harassment but have made changes that the military could initiate into their military programs.

The questions that helped guide the presentation of facts and analysis that follow in chapter 4 were:

1. What military or civilian programs are available to assist in eliminating online sexual harassment?
2. What are the roles and responsibilities of the Officers, NCOs and Civilians in combating online sexual harassment?

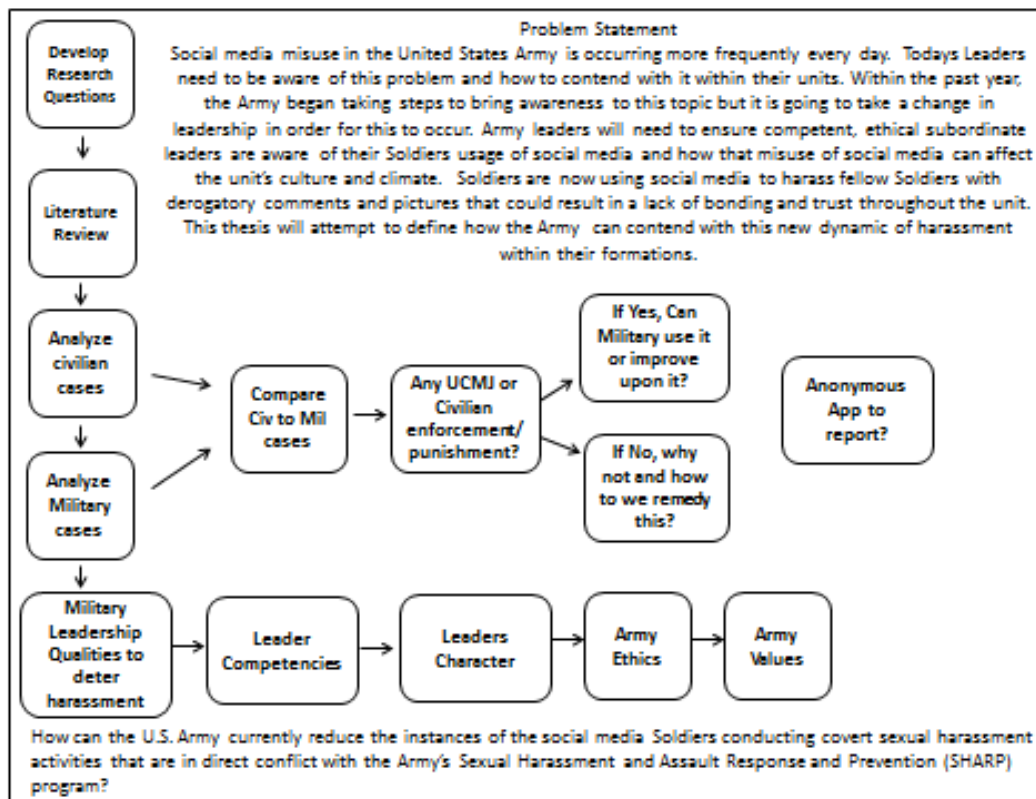


Figure 4. Research Approach

Source: Created by author. The above map is a diagram of the approach used in the research process.

Summary

The reason a qualitative research is initiated is that a problem or issue needs to be explored with variables that cannot be easily measured. Qualitative research is useful when little research exists because the researcher is expressing their answer through words instead of data. With the lack of dedicated research focusing on online sexual harassment within the military, the research lent itself to a phenomenological type of qualitative approach. Documentation of individuals who have experienced the phenomenon of online sexual harassment was used. Individuals believed the individual internet user related the social media internet world as a conceptual, virtual world with absolutely no relation to the physical world. Internet harassment is not harmless, online harassment through words and pictures can hurt and have just as long lasting effects on individuals if it was physically said to an individual. Victims are not simply being overly sensitive complainers especially when the perpetrator shows up at your office or home.

CHAPTER 4

ANALYSIS

A modified Stevick-Colaissi-Keen Method of analysis of phenomenological data was used.⁷⁰ The research first reflected on my own experience of sexual harassment and although I have not experienced online sexual harassment, I have been sexually harassed in the U.S. Army as a young Lieutenant. Recording my own statements then relating and clustering them into themes allowed for the immediate research. The last step for my experience was to reflect and contrast the meaning of my experience. The analysis then concentrated on each of the other individual experiences found during the research by repeating the same steps for each experience. Once all experiences were related and clustered, the final step of integrating all experiences into a universal description of the group as whole was accomplished.

The group as a whole experienced an overwhelming feeling of not being treated as though they are real or as stated earlier online social media is a conceptual thing, not real and therefore could not harm anyone. Most of the female journalists feared for their life at one point in their career and eventually contacted the authorities. The group experience concluded that education and accountability were key for society and the U.S. Army to take sexual harassment through social media seriously. Education explains that the individual internet user relates the social media internet world as a conceptual, virtual world with absolutely no relation to the physical world. In numerous research studies during this thesis the individual conducting the online harassment would state that it is

⁷⁰ Clark Moustakas, *Phenomenological Research Methods* (Thousand Oaks, CA: SAGE Publications, 1994), 121-122.

only words and words could not cause any physical harm to anyone. Accountability can be identified as a problem of holding all Soldiers and civilians accountable for their actions while conducting internet usage through online social media websites. Army leadership is the key to education and accountability of the misuses of sexual harassment through social media websites.

This leads the analysis to the first and second research question of how can Army leaders reduce and contend with Soldiers conducting online sexual harassment and how can the U.S. Army educate Soldiers and Leaders in identifying and stopping sexual harassment, through social media websites? Leaders need to be educated on what organizational culture is and what it means to be part of a learning organization within the Army profession. Numerous Army doctrine researched in this study went into detail about the Army values, ethics, character, and trust of its leaders within the Army and the Army profession. This reflects a leadership lesson earlier this year discussing organizational culture.

Leadership and Changing the Organizational Culture

According to Carey Walker and Matt Bonnot a paper titled, “Myth Busting: Coming to Grips with Organizational Culture and Climate,” organizational culture is the shared beliefs of a group used to solve problems and manage internal anxiety. Shared beliefs are the collective norms and values of an organization. Norms define acceptable behaviors associated with outcomes important to the organization. These outcomes are what the organization values. Norms are used to achieve outcomes the organization values. Shared beliefs are inculcated within the organization as old members teach new arrivals how to think, feel, and behave to solve problems and maintain the groups internal

stability. These norms and values reflect the organizations shared learning or “what we do and why we do it,” and are difficult for outside observers or new members to understand.

The Army environment does create norms and a valued based institutional culture, which influences shared beliefs of Soldiers and Civilian at all levels within the service. However, thinking, feeling, and behaving at the organizational level are driven by more than institutional culture. Norms and values result from shared learning as members solve problems and manage internal anxiety, and this learning occurs at all levels of the institution, from the lowest to highest. Culture exists across all strata within the military, not just the upper echelons, and the most influential changes that affect Soldiers on a daily basis occur at the organizational level.⁷¹

All Army leaders can repeat the seven Army values and I believe most understand what ethics are and what they mean to a leader in the Army. I would also venture to say that most if not all Army leaders understand how important trust is within the Army profession; so why is it that we still have cases of sexual harassment through social media? This is where the education of organizational culture and a learning organization needs to take place. If, norms are defined as acceptable behaviors associated with outcomes. Therefore, if the Army changes the culture and makes online sexual harassment as not an acceptable norm then the result should be a decrease or even elimination of online sexual harassment within the Army. This means that the Army as an organization values decreasing or eliminating online sexual harassment. The Army must

⁷¹ Carey Walker and Matt Bonnot, “Myth Busting: Coming to Grips with Organizational Culture and Climate” (L104A, Organization Culture and Climate, Command and General Staff College Curriculum).

establish through education of its leaders that the norm is to decrease or eliminate online sexual harassment.

Education and Training

There are a few ways to educate how a leader can decrease or eliminate online sexual harassment. The SHARP program can start needed education by adding online sexual harassment training to its curriculum. This will allow the SHARP trainers assigned to Battalion level and below units to train the unit, down to the lowest level on online sexual harassment. The responsibility should not fall on the SHARP program alone; leaders do not have to wait for their units SHARP trainers to attend the course. Leaders can start discussing online sexual harassment with their subordinates, peers, and superiors now. Leaders must place the proper emphasis needed on decreasing or eliminating sexual harassment through social media within their units.

The Army as an organization is unique in that it consistently has new arrivals of Soldiers and leaders to its individual units. The prevention of online sexual harassment in the Army cannot be a simple annual requirement as it is now and has been in the past. Technology is always changing and adapting which results in new avenues for individuals to be sexually harassed online. Leaders must continually educate not only their Soldiers but themselves as well to all the new applications technology provides in this century.

As stated numerous times throughout this thesis, it is imperative for leaders to connect with their Soldiers in the understanding of social networking and the value it brings to Millennials. Leaders need to leverage technology by using it to teach Soldiers

about sexual harassment through social networking. The U.S. Army and its leaders should consider how to use social media networking sites to educate Soldiers.

The U.S. Army can create an automated social networking site for reporting sexual harassment anonymously. I believe this will drastically decrease sexual harassment, especially for individuals who are afraid to come forward due to possible perceived repercussions. There are hotlines for rape victims; there should be a similar hotline through the internet for sexual harassment using social networks. The hotlines could look into allegations based on websites given anonymously.

Generational Gap

There have been many studies and much published about generational differences, particularly what people of different generations value and how they approach work and life.⁷² In the military, we tend to continue to do things the same way because “that is the way we have always done it.” This way of thinking needs to change and adapt to be relatable to the new generation. With new technology comes change and it is imperative the Army leaders and institution change with it.

The first step necessary is to understand the Millennial Soldier and how they use social media for daily communication. Many Millennials routinely access information 24 hours a day, seven days a week, 365 days a year expecting their world to be “on demand” at all times.⁷³ A better understanding of the daily uses of social networking will enable Army leaders to understand their Soldiers and therefore contend with sexual harassment

⁷² Heller and d’Ambrosio, 14.

⁷³ Ibid., 160.

from Soldiers through social media avenues. Once an understanding of the social media and how Soldiers are using it to communicate has been met, the next step is to educate and train the Soldiers as well as Army leaders. The U.S. Army will need to accomplish this by educating and training Soldiers in identifying sexual harassment through social media as well as establish policies describing the repercussions of committing sexual harassment through social media.

All Army Activities

All Army Activities 122/2015, *Professionalization* of online conduct, instructs specific Headquarters, Department of the Army actions to reinforce online conduct for Soldiers in the U.S. Army. The first action discussed is to update the Army Command Policy, Regulation 600-20 for specific punitive discussion regarding harmful use of electronic media. The next action is to update Army Contracts and Agreements for specific guidance towards electronic communications and online conduct for contractors working in the U.S. Army. Another action to be taken is for the specific Army programs who already track misconduct of Soldiers to update their tracking systems for online-related incidents. Specific examples of these established Army programs are; Equal Opportunity, Equal Employment Opportunity, SHARP, Inspector General Investigations, the Uniform Code of Military Justice disposition, Judge Advocate General, and the Provost Marshall.

The message also describes ways installation management can raise awareness of online conduct and misconduct for each installation within the U.S. Army using the public affairs office and Army awareness campaigns. Headquarters, Department of the

Army further identifies specific training updates such as vignettes regarding electronic communications and online conduct needed for Army doctrine and the SHARP program.

Summary

The modified Stevick-Colaizzi-Keen method of analyzing phenomenological data described in Clark Moustakas “*Phenomenological Research Methods*” was used for the phenomenological research analysis. This method allowed for the use of the researchers experience as well as numerous other experiences to form a universal experience representing the group as a whole. The universal experience of online sexual harassment resulted in the need for education of the U.S. Army Soldiers and leaders as well as a need for accountability of such individuals conducting online harassment. This research leads to the future research of individuals who are currently conducting online sexual harassment and what is their reasoning.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study began with one primary and two secondary research questions. The primary research question was:

How can the U.S. Army currently reduce the instances of Soldiers conducting sexual harassment activities that are in direct conflict with the Army's Sexual Harassment -Assault Response and Prevention program?

The secondary questions were:

1. How can the U.S. Army establish accountability for Soldiers who are currently conducting sexual harassment through social media websites?

2. How can we use Social Media to anonymously report sexual harassment in the U.S. Army?

3. How can the U.S. Army educate Soldiers and Leaders in identifying and stopping sexual harassment through social media websites?

The answers that this research generated are detailed below.

Primary Research Question

Sexual harassment continues to increase and as stated earlier social media is simply a new avenue to conduct sexual harassment. It is imperative for U.S. Army to educate its Soldiers and Leaders as well as establish that online sexual harassment is not an Army norm and will not be tolerated in its organizational culture. Army leaders must seek education to understand the new venues and applications Soldiers can use to conduct

online sexual harassment and how these new venues should be incorporated into the updated policies, regulation and training in order to prevent future sexual harassments incidents. The research that went into this thesis will assist Army leaders and the U.S. Army SHARP program in reducing and preventing sexual harassment.

The U.S. Army should use the areas and departments listed in the All Army Activities which already have established Army programs relating to misconduct for Soldiers, data and statistics pulled from the SHARP program and specific instances from the civilian society to decrease or eliminate online sexual harassment. U.S. Army leaders need to start accepting that the internet is real and should not be without consequences. Harassment is wrong even when it exists in an intangible playground called social networks. Society's culture of "boys will be boys" needs to change and it can start within the Army.

Secondary Research Questions

1. How can the U.S. Army establish accountability for Soldiers who are currently conducting sexual harassment through social media websites?

This research could not find any instances of legal repercussions for Soldiers within the U.S. Army conducting online sexual harassment. However, the U.S. Army *Social Media Handbook* (2014) makes it clear that behavior in an online environment is subject to the Uniform Code of Military Justice, even when the Soldier is off-duty.⁷⁴ Although this is a much-generalized statement, it could be used in holding Soldiers accountable for conducting sexual harassment through social media, but how many

⁷⁴ Office of the Chief of Public Affairs, *The United States Army Social Media Handbook*, Version 3.1 (Washington, DC: Government Printing Office, 2013).

leaders know about this handbook? During the research of this thesis, I asked each Officer that I shared a class with at Command and General Staff College if they were aware of a *Social Media Handbook*, they all replied, “No they were not aware of this handbook.” It is instrumental that the *Social Media Handbook* is advertised and made available to every leader in the U.S. Army as well as be handed out at the First Sergeants and Company Commanders Course.

Civilian society is also still trying to figure out how to legally hold an individual accountable for online sexual harassment although two countries have been able to arrest individuals. In January 2014 a Toronto, Canada man was arrested and charged with criminal harassment for threatening messages he allegedly sent to women through Twitter. Gregory Alan Elliott was arrested after a woman claimed he repeatedly contacted her on Twitter in a manner that caused her to feel afraid and continued to send her messages even after she asked him to stop. Once one woman came forward, several other women spoke up and said Elliott had harassed them.⁷⁵

The same month two United Kingdom based internet trolls sent threatening messages to journalist and activist Caroline Criado-Perez. These individuals were convicted after pleading guilty to sending “menacing tweets” over a public communications network.⁷⁶ The U.S. Army Judge Advocate General department will need to establish specific guidelines for leaders to follow in order to hold Soldiers

⁷⁵ Lindy West, “A Man Is Facing Jail Time for Harassing Women Online, and It’s a Big Deal,” January 9, 2014, accessed January 17, 2016, <http://jezebel.com/a-man-is-facing-jail-for-harassing-women-online-and-it-1497322836>.

⁷⁶ Ibid.

accountable for conducting online sexual harassment just as Canada and the United Kingdom has done.

This research was significantly limited due to time but I was able to find one case that was currently going through the administrative Uniform Code of Military Justice process for an individual conducting online sexual harassment. Due to the case still ongoing through the appeals process, I was not permitted to use it for this research. However, this does prove that a process for leaders to hold Soldiers accountable needs to be established immediately. The only current administrative action that could be used in a case of online sexual harassment is a flagging action for not upholding the Army values.

2. How can we use Social Media to anonymously report sexual harassment in the U.S. Army?

The SHARP program has established an extremely useful website, which goes into detail of reporting sexual harassment and assault. I believe it would be extremely beneficial for the SHARP program to add a link on its website for anonymous reporting of someone conducting online sexual harassment. It could stay anonymous by simply asking for the unit and the details of the harassment as well as a webpage address. Based on the unit listed the anonymous report could be sent to the units local SHARP trainer or even Sexual Assault Response Coordinator, Victim Advocate or Victim Representative.

In late 2014, Twitter the very popular social networking site teamed up with Women, Action and the Media to create a new and improved system of reporting harassment with a focus on gendered harassment. Twitter has introduced their newest

feature: a streamlined and easier way to report a harasser on the site.⁷⁷ This simple click on a link allows a user to report a harasser, reports it to Twitter for them to investigate and blocks the image or words from anyone else being able to view them.

3. How can the U.S. Army educate Soldiers and Leaders in identifying and stopping sexual harassment through social media websites?

The U.S. Army will need to educate and train Soldiers and Leaders in identifying sexual harassment through social media as well as establish and communicate policies describing the repercussions of committing sexual harassment through social media. Some individuals believe the social media internet world is a conceptual, virtual world with absolutely no relation to the physical world. Soldiers and Leaders must be educated that internet harassment is not harmless, online harassment through words and pictures can hurt and have just as long lasting effects on individuals if it was physically said to an individual. Victims of sexual harassment through social media are not being overly sensitive complainers especially when the perpetrator shows up at your office or home.

Soldiers and Leaders must be educated to understand that the virtual and-or conceptual world of social media is the same as the physical world. Soldiers and Leaders must comprehend and be able to teach other U.S. Army members that if you would not say a comment to an individual in person than it should not be said online through social networking sites. The same is true for pictures, if an individual would not post a picture in their office areas than it should not be posted through social networking sites as First Sergeant Moerk, the NCO who was sexually harassed online in 2015 agrees. She stated,

⁷⁷ Isha Aran, "Reporting Harassment on Twitter Just Got a Lot Easier," Jezebel online, December 2, 2014, accessed February 6, 2016, <http://jezebel.com/tag/online-harassment>.

that in many of the troops' minds there is no connection between their professional and private lives and this needs to change. It is a Leaders responsibility to educate Soldiers and other leaders that social networking is now the prevalent form of interpersonal relationships for the current generation of Soldiers. Therefore, Leaders must be aware and understand the importance of the relationships occurring in the unit through social networking and then educate themselves and others to treat social networking as a physical relationship.

Recommendations

This qualitative research was significantly limited, primarily due to limited research data on military cases of online sexual harassment. Research was bounded to one individual case so the topic of online sexual harassment within the U.S. Army was not studied as in depth as desired. Because of this limitation, additional research is required to further understand how the U.S. Army can hold Soldiers accountable who are conducting online sexual harassment. However, the U.S. Army does not need further research to change the organizational culture to eliminate online sexual harassment or to implement an anonymous link for reporting online sexual harassment. Based on this research, it is imperative that the U.S. Army use the Kotter Model to lead organizational change for decreasing or eliminating online sexual harassment. If the U.S. Army continues to not place emphasis, on its Leaders and Soldiers, that sexual harassment through social media will not be tolerated then it can expect the type of cases similar to Moerk to continue. If sexual harassment through social media continues it could be detrimental to the trust given to the U.S. Army and will result in a lowering of trust bestowed upon its military member from the American citizens.

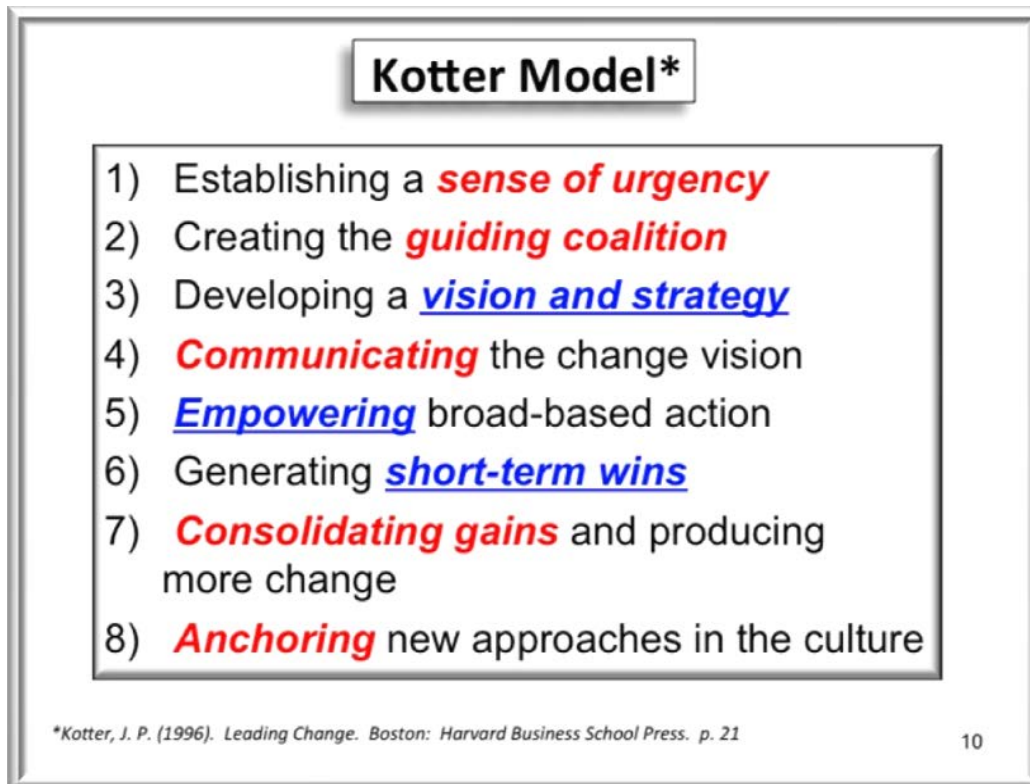


Figure 5. The Kotter Model

Source: Billy Miller and Ken Turner, “Leading Organizational Change: A Leaders Role” (L103RB Reading, Command and General Staff College Curriculum, 2015).

The Army adopted the Kotter Model in the mid-1990s incorporating it into its leadership manual and included it in chapter 12 of FM 6-22. Former Chief of Staff of the Army, General Eric Shinseki used this or a similar model to lead change and transformation for the post 9/11 Army.⁷⁸ The Kotter model provides military leaders a straightforward, logical, sequential, and effective model for leading organization change. The Kotter change model provides a foundational approach, with each stage building

⁷⁸ Billy Miller and Ken Turner, “Leading Organizational Change: A Leaders Role” (L103RB Reading, Command and General Staff College Curriculum, 2015).

upon the success of the previous stage. Below are the eight stages of the Kotter Model for an organization to implement successful change with descriptive comments.

1. Establish a sense of urgency. This can be accomplished by ensuring Army Leaders and Soldiers understand why changing the norm of not allowing online sexual harassment is necessary. Soldiers and leaders must know how it will benefit the Army organization and what will happen to the Army if we do not change this norm. The U.S. Army will need to establish bold goals, objectives, and aggressive timelines to create this urgency. The U.S. Army could set 2016 as the year of combatting online sexual harassment. The SHARP program could immediately institute online sexual harassment examples in the SHARP training.
2. Creating the guiding coalition. The U.S. Army will need to form a coalition of senior and respected Army leaders to support this change process. These leaders must be committed to the problem as well as understand the problem, share the same goals and recognize the opportunity for the change. This change cannot come from the top leaders to the bottom leaders. The support in change must come from all levels at the same time and the leaders must believe that this change is needed immediately. The U.S. Army should heavily advertise a new campaign for leaders to add this new change to all speeches and conferences. It can even be added to weekly safety briefings for units.
3. Developing a vision and strategy. The U.S. Army must clarify the direction of the change in defeating online sexual harassment, motivate others to take action in that direction, align individuals and coordinate their actions in a

specific direction. The vision must be feasible, desirable, imaginable, focused, flexible and communicable to be successful. An example of a vision for combatting online sexual harassment would be a poster with a computer opened on in and on the screen was a Facebook or Twitter account opened where someone is typing. Covering the social media webpage would be a huge warning post that reads, “Before hitting the send button, would you say this to the persons face or post this picture at your website?” This will result in awareness of individuals to think about what they are typing or posting before posting it to the social media website.

4. Communicating the change vision. This can occur at numerous press conferences consistently and repeatedly at every opportunity as well as multiple forums. Communicating the change vision can be accomplished through, any advertisement application. The warning poster I stated in number three could be posted throughout the office areas, in motor pools, hospitals, even on the U.S. Army’s homepage when military members log on to the internet. At the Command and General Staff College when students log on to the school computers there is a security question that pops up before you can log on. This can be changed to the vision for combatting online sexual harassment. If this can be accomplished at the school I am sure it can be accomplished at Army installations throughout the world.
5. Empowering broad based action. This can be accomplished through the SHARP program and individual units across the Army. The Army must decentralize control, training, listening, and resourcing. Allow units to be

creative in bringing awareness to eliminating online sexual harassment. The U.S. Army can establish a contest for who can come up with the best vision for combatting online sexual harassment. The U.S. Army must also establish that everyone has a voice and that no one individual should ever fear reprisal for speaking up against online sexual harassment.

6. Generating short-term wins. The U.S. Army could identify and establish rewards for individual units who come up with the best vision or poster advertising the elimination of online sexual harassment. Celebrating accomplishments through four day passes. Not too long ago the Army was focused in safety and for each 100 days a Division went without a fatality, they were awarded a four-day pass. This could be established for combating online sexual harassment as well.
7. Consolidating gains and producing more change. The Army must consolidate the short term wins to continue the momentum and keep from reverting back to their old ways of allowing online sexual harassment. The Army must ensure communication of the statistics of online sexual harassment through social media especially if online sexual harassment declines. If the Army advertises that the new change is working and online sexual harassment is declining, it will assist in keeping the momentum of producing more change.
8. Anchoring new approaches in the culture. This final step allows for long lasting and permanent change. The new change becomes the way the organization does things now. The Army will know they have reached this stage of completing the change when new recruits to individual units are immediately

aware of the repercussions of conducting sexual harassment through social media websites.

The first four stages assist in overcoming the current status quo and set the conditions for leading change. Stages five through seven are the action stages that move the change effort from words to action by introducing new or different practices into the organization. Kotter's final stage is reached when the changes are inculcated into the culture of the organization; the change becomes the status quo, and accepted, as this is "the way we do things here."⁷⁹

Summary

A review of strategies for reducing sexual harassment in the military stated that a clear and consistent antiharassment message from organizational leaders is essential in reducing sexual harassment. This review resulted in the demonstration of how crucial the roles of organizational leadership and sexual harassment policies and training are in reducing sexual harassment. It ends with a suggestion that organizations conduct regular self-assessments of sexual harassment and perception of the organizational climate as proactive efforts to effectively intervene and eliminate its occurrence.⁸⁰

Although the above article is referring to sexual harassment overall and to specifically online sexual harassment the suggestion and recommendations, still apply to all forms of sexual harassment. The U.S. Army must change its organizational culture,

⁷⁹ John P. Kotter, *Leading Change* (Boston, MA: Harvard Business School Press, 1996), 23.

⁸⁰ Nicole Buchanan, Isis Settles, Angela Hall and Rachel O'Connor, "A Review of Organizational Strategies for Reducing Sexual Harassment: Insights from the U.S. Military," *Journal of Social Issues* 70, no. 4 (December 2014): 687-702.

which are the shared beliefs of the group to solve problems and manage internal anxiety. Changing and shaping shared beliefs will decrease and possibly eliminate sexual harassment thru social media. The Kotter Model has already been used by the military in the past, this reaffirms the conclusion of my research of online sexual harassment and how the U.S. Army can use the Kotter Model to eliminate it from the U.S. Army.

GLOSSARY

All Army Activities (ALARACT). Is a message published and distributed by the U.S. Army. Abbreviations.com. "ALARACT," accessed November 10, 2015, <http://www.abbreviations.com/ALARACT>.

Federal Employee Defense Services (FEDS). Federal agent or official, especially a member of the Federal Bureau of Investigations.

For Official Use Only (FOUO). An acronym used in the U.S. Army to distinguish the classification of a document. AR 25-55, The Department of the Army Freedom of Information Act (FOIA) Program states it is information that has not been given a security classification pursuant to the criteria of an Executive Order, but which may be withheld from the public for one or more of the reasons cited in FOIA exemptions 2 through 9, shall be considered as being for official use only.

Headquarters, Department of the Army (HQDA). Headquarters, Department of the Army is the executive part of the Department of the Army at the seat of Government and is the highest-level headquarters in the Department and exercises directive and supervisory control over it. HQDA is composed of the Office of the Secretary of the Army; Office of the Chief of Staff, Army; the Army Staff; and specifically designated staff support agencies. It is not restricted to agencies and personnel located in the Washington DC metropolitan area, but includes dispersed agencies and personnel performing "national headquarters" functions, as distinguished from "field" or "local" function. Headquarters, Department of the Army, accessed 15 November 2015, www.hqda.army.mil/hqda/.

Judge Advocate General (JAG). The U.S. Army Judge Advocate General's Corps is a government organization that operates like a court system. It is practitioners, referred to as Judge Advocates, are licensed attorneys qualified to represent the Army and Army Soldiers in military legal matters. Judge Advocates are often tasked with representing Soldiers during courts-martial, but the JAG Corps actually encompasses a wide range of legal disciplines, including civil litigation, tort claims, labor law, and international law. Army JAG, "About Army JAG," accessed September 15, 2015, <http://www.goarmy.com/jag/about.html>.

Personally Identifiable Information (PII). Personally Identifiable Information is information which can be used to distinguish or trace an individual's identity, such as their name, social security number, date and place of birth, mother's maiden name, biometric records, and any other personal information which is linked or linkable to a specified individual. Headquarters, Department of the Army, DoD Regulation 5400.11-R, *Privacy Program* (Washington, DC: Department of the Army, May 14, 2007), accessed September 27, 2015, <http://www.dtic.mil>.

Sexual Harassment/Assault Response Prevention (SHARP). Sexual Harassment/Assault Response Prevention program. Unless specified when referring to SHARP I will always be referring to the Army SHARP program.

Trolls. Online individuals who write insulting or provocative remarks on various internet forums. www.netlingo.com.

Uniform Code of Military Justice (UCMJ). The Uniform Code of Military Justice, UCMJ, 64 Stat. 109, 10 U.S.C. Chapter 47, is the foundation of military law in the United States. The UCMJ applies to all members of the uniformed services of the United States Army. UCMJ, "About UCMJ," accessed September 27, 2015, <http://www.ucmj.us/about-the-ucmj>.

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